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ABSTRACT

In 1978, the Administration for Children, Youth, and Families, through its Head Start program, designed and implemented the Basic Educational Skills (BES) project to foster Head Start children's readiness for school and their subsequent achievement in elementary school. The purpose of this document is to disseminate elementary-level BES materials. After a brief introduction describing the BES project and its four program elements, a chart is provided to illustrate the 19 items selected as being "the best of BES." The chart indicates the location of the site at which the material was developed, the title of the material, content (in the form of a brief annotation), and the BES elements addressed. To assist in putting the information to use, a separate section offers an "implementation framework" for each of the items. These frameworks indicate which site produced the material, title, intended users, purpose, required resources, intended use, necessary staff development, availability of consultant (if any), availability of materials, possible outcomes, and costs. Another supplementary chart provides names and addresses of contact persons and lists 16 additional BES items. Appendices list regional offices and advisory panel members and provide names and addresses of early childhood education specialists trained to use the selected materials. (RH)

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Developed and Produced by Teachers Around The United States

Compiled by the Basic Educational Skills Project
Southwest Educational Development Laboratory
Austin, Texas

Funded by the Administration for Children, Youth, and Families,
of the U.S. Department of Health and Human Services

PS 014048

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THE BEST OF BES

Materials for Teaching Basic Educational Skills

Made by Teachers

Compiled by the Southwest Educational Development Laboratory
Austin, Texas

Funded by the Administration for Children, Youth, and Families
of the
U.S. Department of Health and Human Services, Washington D. C.

October, 1983

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THE BEST OF BES
Introduction

The materials included in this package were developed by teachers in fifteen school districts or education service centers around the United States. Through funding from the Administration for Children, Youth and Families (ACYF) of the U.S. Department of Health and Human Services, the Southwest Educational Development Laboratory's Basic Educational Skills Project collected the materials, refined a few of them, and either reproduced them or acquired copies from the sites themselves in order to make them available here as the "Best of BES."

BACKGROUND ON BES

In 1978, the Administration for Children, Youth, and Families, through its Head Start program, designed and implemented a research and demonstration project to foster Head Start children's readiness for school and their subsequent achievement in elementary school. This was called the Basic Educational Skills, or BES, Project. Rather than joining the subject-centered "back to basics" trend, the BES Project was child-centered, designed to show that skills basic to the child's education could be taught in ways appropriate for each child's developmental level.

Four elements were believed essential to the success of the BES Project's philosophy: curriculum, parent involvement, teacher attitudes and behavior and continuity from Head Start to elementary school and from grade to grade. For four years, as many as 32 sites participated in the BES Project, developing processes and materials to achieve the project's goals. Each sought to increase children's basic educational skills by emphasizing not

only oral language, reading, writing, mathematics, science, and problem solving, but also the child's physical, intellectual, social, and emotional needs. In October, 1982, ACYF funded two institutions to consolidate and share the lessons learned from the BES effort. The SEDL/BES project collected and disseminated ELEMENTARY materials and processes, while the High/Scope Educational Research Foundation concentrated on PRE-SCHOOL outcomes.*

THE FOUR BES PROGRAM ELEMENTS

Four elements were regarded as essential to the success of the BES Program's philosophy: curriculum, parent involvement, teacher attitudes and behavior, and continuity from Head Start to elementary school and from grade to grade. These elements are defined below.

Curriculum

Curriculum is defined as an organized set of learning experiences. Curriculum encompasses what the teacher does as well as what materials the teacher uses and can include experiences for the child at home. Curriculum is a planned rationale for designing a sequence of learning experiences to guide the child's

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* High/Scope developed several publications--an administrative guide for Head Start directors; nine newsletters describing BES site practices and products; a monograph on program implementation; and an annotated bibliography of BES materials. High/Scope also completed Getting Involved training materials and trained turnkey trainers to use the series with parents. For more information on the High/Scope BES project, contact Clay Shouse, High/Scope Educational Research Foundation, 600 North River St. Ypsilanti, Michigan 48197, (313) 485-2000.

development over time. It includes the rationale underlying the choices made in content, classroom process, and environment, together with the plan by which this is accomplished.

Content consists of the skills and learning attitudes to be acquired. Classroom process means teacher behaviors and staff/child interaction patterns in the classroom. Both are shaped by the specific BES program's educational philosophy and by the approach adopted by individual teachers. Environment encompasses physical space, equipment, materials, and overall group composition.

Parent Involvement

Parent involvement in BES is defined as the parents' participation in the child's learning at home, at school, or in related activities in the community. Parent involvement in the child's learning occurs in a variety of ways and can focus on helping children acquire basic educational skills. Parent involvement encompasses training and program support of selected activities and materials which enhance the child's school experiences. A major program activity should be to offer parents opportunities to become knowledgeable about children's literature, to develop home libraries, and to use the community library in reading and telling stories to their own children. Parent involvement should include parent training classes in children's learning and development, the provision of a variety of materials for learning experiences at home that relate to activities in the classroom or a child's special interests, and parent participation in the classroom.

Teacher Attitudes and Behaviors

Teacher Attitudes and Behaviors is defined in terms of all classroom staff in participating Head Start centers and elementary

schools. Children in classrooms interact with adults. The staff's knowledge about children and the BES Project and their attitudes about children, parents, and the program will be reflected in their behavior in the classroom. While each BES program may differ in the specific knowledge, attitudes and behaviors that are required and encouraged, all staff should be well acquainted with the goals and intent of the total BES Project. Staff should be knowledgeable about the philosophy of the BES Initiative, the meaning of the four program elements, and the ways in which the local program is translating the elements into practice.

Continuity

Continuity means providing an integrated and planned set of learning experiences for the child appropriate to the child's age and developmental level. It requires coordinated activities between home and school and carefully sequenced educational strategies between preschool and elementary school and during the elementary years. From the perspective of the BES programs, continuity requires communication and cooperation among the institutions that affect the child most directly. Continuity implies that the BES program in Head Start and the elementary schools assess the background and development of each child, and that both programs together structure their curricula, work with parents, and coordinate with each child's experience. As the child crosses the bridge from preschool to elementary school, continuity represents a transition to a new series of experiences.

THE BES MATERIALS

The chart beginning on page 6 describes the materials included in "The Best of BES." On the chart are the location of the developing site, the title of the materials, a brief annotation, and the BES elements addressed by the materials.

The primary purpose of the SEDL/BES Project is to get the elementary level BES materials disseminated throughout the country. The implications for such an objective are enormous: there are nearly 16,000 local school districts in the country, with 23,435 schools serving children in levels K-6. The SEDL/BES project, therefore, built upon a network of early childhood education specialists already in place--the staffs of state departments of education in each of the 50 states. Accordingly, 50 sets of "The Best of BES" were produced, one for each state department of education. One representative from each was then invited to attend an SEDL-sponsored training meeting in October, 1983, at Wimberley, Texas, near Austin. These specialists serve as the key contact person in their respective states for information about the BES materials included here. See Appendix A for a complete list of these state department of education representatives. In addition, ten sets were made and distributed, one to each of the ten regional offices of the Administration for Children, Youth and Families. See Appendix B for a list of the contact persons in each of these offices. Finally, each of the fifteen BES sites which produced the materials received a set of "The Best of BES." See Appendix C for a list of these sites.

DEVELOPING SITE	TITLE OF MATERIALS	DESCRIPTION OF MATERIALS	BES ELEMENTS ADDRESSED			
			CURR	PI	TA&B	CONT
Amarillo, Texas	HOME LESSONS CATALOG	Provides a brief description of 629 "Home Lessons," HS-Grade 6, activities involving parent and child designed to reinforce specific learner skills.	X	X	X	X
	LANGUAGE ARTS SKILLS CONTINUUM	Contains a comprehensive set of learner objectives for each grade level, HS-Grade 6.	X		X	X
	MATHEMATICS SKILLS CONTINUUM	Contains a comprehensive set of learner objectives for each grade level, HS-Grade 6.	X		X	X
Bethlehem, Pennsylvania	GETTING INVOLVED WORKSHOP GUIDES AND FILMSTRIPS	A series of 4 workshop guides and filmstrips focused on: learning attitudes; problem-solving in math/science; play/TV; and language/reading/writing. Each guide outlines a parent workshop; the filmstrips summarize the workshop material. For use at levels HS-Grade 2; may be adapted for higher grades.	X	X	X	X
	LEARNING ACTIVITIES, PRESCHOOL THROUGH SECOND GRADE	A series of home learning activities, written to help parents understand their children's development in math and language. Describes minimum skills which children need to master; activities encourage children to develop and practice those skills.	X	X	X	X

DEVELOPING SITE	TITLE OF MATERIALS	DESCRIPTION OF MATERIALS	BES ELEMENTS ADDRESSED			
			CURR	PI	TA&B	CONT
Erie, Pennsylvania	HOW TO GET TO SCHOOL FROM YOUR HOUSE	A parent involvement guide, encouraging parents to help their children learn; it also provides school-related information re required immunizations, records, and HS and elementary enrollment.		X		
	VIETNAMESE ETHNIC AWARENESS UNIT	Provides 8 lessons for HS-Grade 5, introducing the Vietnamese; lessons are keyed to grade levels and provide for parent participation/ adaptation. A resource list of multicultural materials also is included.	X	X	X	
Ignacio, Colorado	HIT THE TRAIL	A supplemental teaching aid for teachers or parents; consists of a guide for exploring the outdoor areas near school, with maps showing plant and animal species, and with tips for learning activities. Activities may be adapted for use at any grade level.	X	X	X	X
	THE PUPPET FACTOR	A booklet of ideas and resources for using puppets in HS and elementary activities. Includes patterns for making puppets and suggestions for using them.	X	X	X	
	SENSATIONS	A calendar, with a teacher's handbook giving activities for each day of the school year. Weekly themes follow seasonal changes. Activities may be adapted for use at any grade level.	X		X	X

DEVELOPING SITE	TITLE OF MATERIALS	DESCRIPTION OF MATERIALS	BES ELEMENTS ADDRESSED			
			CURR	PI	TA&B	CONT
Oak Ridge, Tennessee	N EARLY CHILDHOOD PROGRAM: A CONTINUING DEVELOPMENT INVOLVING MANY CHANGES	A paper describing a process for staff development which evolved over a three-year period for the kindergarten staff of one elementary school. The paper describes the process teachers used in transferring knowledge from the staff development activities to actual implementation. Also includes a resource bibliography.	X		X	X
Sheridan (Englewood), Colorado	PARENT VOLUNTEER HANDBOOK	A booklet giving suggestions as to how to use parent volunteers in a variety of school settings and situations.		X	X	
Thermal, California	BACK PACK	A series of packets of home activities, which kindergarten students carry to and from school in a vinyl "back pack." Nine packets were developed, one for each month in the school year; the October packet has been included in "Best of BES."	X	X	X	X
	KINDERGARTEN MATH GUIDE	One of nine monthly math guides which were developed, each one focused on a particular month and its holidays. The October Guide provides 75 lessons, including activities on one to one correspondence, counting money, time, etc	X		X	

DEVELOPING SITE	TITLE OF MATERIALS	DESCRIPTION OF MATERIALS	BES ELEMENTS ADDRESSED			
			CURR	PI	TA&B	CONT
Topeka, Kansas	DEVELOPMENTAL RESOURCE GUIDES, K-6	A guide for teachers, describing developmental characteristics of students at 3 levels. Level I, Early Childhood, includes ages 3-5; Level II, Middle Childhood, includes ages 6-8; and Level III, Later Childhood, includes ages 9-11 Focuses on 4 subject areas: math, language arts, social studies, and science.	X		X	X
Toppenish, Washington	GESELL SCREENING GUIDE	A guide describing how to use the Gesell Screening Program, which is a method of determining the developmental or functioning level of children as they enter the school system. The program is useful in guiding staff to provide a developmentally appropriate curriculum for each student.	X		X	X
	HOME SECRETS PARENT EDUCATION PROGRAM	A report and packet of activity sheets for parents. Report describes training parents receive in how to use the activities with their children. Materials were prepared for levels HS-Grade 3; a 1st Grade sample is included.	X	X		
	ORAL LANGUAGE PROGRAM, HEAD START - GRADE 6	An activity resource guide divided into 4 levels (Level I: HS-Kindergarten; Level II, Grades 1-2; Level III, Grades 3-4; Level IV, Grades 5-6). Includes behavioral objectives for each level, activities, student progress guide, and references and resources.	X	X	X	X

DEVELOPING SITE	TITLE OF MATERIALS	DESCRIPTION OF MATERIALS	BES ELEMENTS ADDRESSED			
			CURR	PI	TA&B	CONT
Wichita, Kansas	CONSTRUCTING EDUCATIONAL ACTIVITIES	A guide providing a variety of activities designed to be used by students as reinforcement of specific skills; also provides tips on constructing additional activities. May be adapted for use at any grade level.	X	X	X	

IMPLEMENTING THE BES MATERIALS

Putting materials to use often involves far more than simply picking them up and reading them. To facilitate the use of "The Best of BES" materials, the SEDL/BES staff has collected information about each piece which provides users with contextual details. For example, who else needs to be involved? What are the most important details to remember if I want to use this successfully? Can I contact someone if I need more copies, or some consultant help? The answers to these and other implementation concerns follow, in what is called an "implementation framework." These sheets, one per item included in "The Best of BES," provide a handy reference for users. Details include:

Site
Title
Intended Users
Purpose
Necessary Resources
Intended Use
Necessary Staff Development
Availability of Consultant
Availability of Materials
Possible Outcomes of Implementation
Costs

Implementation Framework

"The Best of BES"

SITE: Amarillo, Texas

TITLE: Home Lessons Catalog

INTENDED USERS: Parents, teachers

PURPOSE:

To establish a "match" between instructional activities and materials and the learning outcomes identified in the mathematics and language arts continuum, whose descriptions follow.

NECESSARY RESOURCES:

The home lesson development project, and the resulting catalog, require a sizeable commitment of time and resources. These materials were developed over a two-year period by teachers, parents, and staff members. Replicating this work would be a considerable task. A sample of home lessons is included in "The Best of BES" in manila folders marked with blue or green decals. Over 600 of these exist in the office of the Region XVI Education Service Center, Amarillo.

INTENDED USE:

From the results of criterion-referenced testing, a teacher identifies specific instructional needs of a student by objective (listed in the mathemetics and language arts continuum). The teacher can then go to the catalog and identify a home lesson that addresses that specific objective.

NECESSARY STAFF DEVELOPMENT:

Replicating this project requires extensive time, personnel and staff development.

AVAILABILITY OF CONSULTANT:

None.

AVAILABILITY OF MATERIALS:

Contact Dr. Michael King
Region XVI Education Service Center
P.O. Box 30600
Amarillo, Texas 79120
(806) 376-5521

POSSIBLE OUTCOMES OF IMPLEMENTATION:

The home lessons provide a vehicle for involving parents in the instructional process with their child. The catalog assists teachers in making a match between a child's learning and available teaching activities and materials.

COSTS:

Significant if implemented fully.
Costs include staff time and materials for developing over 600 activities. More if district also needs to develop its own objectives from which to create the activities. There were 66 workshops this site sponsored to make the activities and at least four workshops for parents in seven months time.

Implementation Framework

"The Best of BES"

SITE: Amarillo, Texas

TITLE: Mathematics Skills Continuum

INTENDED USERS: Parents, teachers

PURPOSE:

To identify the specific learner outcomes to be taught at grade level K-6 in mathematics. Emphasis has been placed on developing a continuous scope and sequence that is free of overlaps and gaps.

NECESSARY RESOURCES:

Because this is a scope and sequence, it is assumed that a regular school setting is in place. This does not represent a supplementary curriculum, but rather the basic mathematics instruction for grades K-6. No extra equipment or money would be required for implementation.

INTENDED USE:

If the full program is implemented, an evaluation module is available to assess student performance against each instructional objective. These criterion-referenced tests are computer-scored and result in a series of reports, including a student profile, campus profile, and so on. Test could be hand-scored and/or the testing module could be left off completely if curriculum documentation were the only concern.

NECESSARY STAFF DEVELOPMENT:

Time involved in developing the continuum will range from one to two days per grade level and would involve teachers from the grade level being considered, PLUS the grade above and below.

AVAILABILITY OF CONSULTANT:

None.

AVAILABILITY OF MATERIALS:

Contact Dr. Michael King
Region XVI Education Service Center
P.O. Box 30600
Amarillo, Texas 79120
(806) 376-5521

POSSIBLE OUTCOMES OF IMPLEMENTATION:

Provides parents with a basis for explaining specific expectations regarding their child's learning; identifies specific instructional obligations of each teacher at each grade level; provides administrators with a basis for supervising and evaluating the instructional process at their level of administration.

COSTS:

In addition to staff time and printing, costs include computer costs and would have to be negotiated with a processing center.

Implementation Framework

"The Best of BES"

SITE: Amarillo, Texas

TITLE: Language Arts Skills Continuum

INTENDED USERS: Parents, teachers

PURPOSE:

To identify the specific learner outcomes to be taught at grade level K-6 in language arts. Emphasis has been placed on developing a continuous scope and sequence that is free of overlaps and gaps.

NECESSARY RESOURCES:

Because this is a scope and sequence, it is assumed that a regular school setting is in place. This does not represent a supplementary curriculum, but rather the basic language arts instruction for grades K-6. No extra equipment or money would be required for implementation.

INTENDED USE:

If the full program is implemented, an evaluation module is available to assess student performance against each instructional objective. These criterion-referenced tests are computer-scored and result in a series of reports, including a student profile, campus profile, and so on. Test could be hand-scored and/or the testing module could be left off completely if curriculum documentation were the only concern.

NECESSARY STAFF DEVELOPMENT:

Time involved in developing the continuum will range from one to two days per grade level and would involve teachers from the grade level being considered, PLUS the grade above and below.

AVAILABILITY OF CONSULTANT:

None.

AVAILABILITY OF MATERIALS:

Contact Dr. Michael King
Region XVI Education Service Center
P.O. Box 30600
Amarillo, Texas 79120
(806) 376-5521

POSSIBLE OUTCOMES OF IMPLEMENTATION:

Provides parents with a basis for explaining specific expectations regarding their child's learning; identifies specific instructional obligations of each teacher at each grade level; provides administrators with a basis for supervising and evaluating the instructional process at their level of administration.

COSTS:

In addition to staff time and printing, costs include computer costs and would have to be negotiated with a processing center.

Implementation Framework

"The Best of BES"

SITE: Bethlehem, Pennsylvania

TITLE: Getting Involved Workshop Guides, filmstrips, tapes

INTENDED USERS: Trainers of parents

PURPOSE:

Developed to be used in conjunction with the "Getting Involved" books produced by ACYF, these guides are step-by-step instructions for a workshop-planner to produce a workshop for parents. Four volumes: Language, Reading, Writing; Play, TV; Learning Attitudes; and Problem Solving, Math, Science. In addition, there is a filmstrip (with no workshop guide) called "Getting Involved" which can be used as a discussion-starter with parents at any of the workshops.

NECESSARY RESOURCES:

* Prepared trainer
* Getting involved books (ACYF)
* Workshop space and time
  Filmstrip projector and tape player
* Workshop materials
  Refreshments

* Essential Elements

INTENDED USE:

These are manuals and audio-visuals for parent group trainers to prepare them fully for presenting a workshop on the Getting Involved series. Provides information on trainer preparation, planning, a workshop outline, key points, objectives, sample introductions, ice breakers, lectures and closing comments, evaluations, handouts, and displays. A trainer thoroughly familiar with the manual would be prepared to produce a complete workshop.

NECESSARY STAFF DEVELOPMENT:

Any experienced trainer with the necessary equipment would have no difficulty using the guide and creating a workshop. Training trainers would involve another level, with time, space, money, and materials needed to prepare trainers to use these workshop guides.

AVAILABILITY OF CONSULTANT:

Contact Patricia Levin
Executive Director
Community Services for Children
40 East Broad Street
Bethlehem, PA 18018 (215) 691-1819

AVAILABILITY OF MATERIALS:

Workshop guides: $ 20/set of 4	Community Services for Children, Inc.
Filmstrip/tapes: $150/set of 4	40 East Broad Street
Individual fs/tapes: $30 each	Bethlehem, PA 18018
"Getting Involved fs/tape: $40	

POSSIBLE OUTCOMES OF IMPLEMENTATION:

Implementing these workshops with parents can create an increased awareness on their part of the importance of parents working with children on school-related activities, and turning every-day events into learning experiences. The workshops should increase parent participation in the schools and increase school/home cooperation.

COSTS:

For workshop guides and filmstrips, listed above. Other costs for implementing workshops include time, space, the possibility of substitute pay, materials, and copies of the ACYF "Getting Involved" books For these, contact the ACYF Regional Office nearest you (See Appendix B).

Implementation Framework

"The Best of BES"

SITE: Bethlehem, Pennsylvania

TITLE: Learning Activities: Pre-School - Second Grade

INTENDED USERS: Parents of pre-school - second-grade children

PURPOSE:

To help parents understand their children's development in mathematics and language and to enhance this development. Contains activities for parents to make and play with their children. The goals and activities in this book were developed by Head Start and public school teachers and administrators so that they would generally apply to most children. They were then field-tested by teachers in the classroom and/or by parents in the home in order to select those appropriate for publication.

NECESSARY RESOURCES:

* Items generally available in the home or at the school (all are listed)
* Parents willing to use the book with their children
  Workshops for training parents are possible but not mandatory

* Essential Elements

INTENDED USE:

The first section consists of the basic goals in language and mathematics. These describe minimum skills which children should be able to master during preschool, kindergarten, first, and second-grade years. The second section is devoted to activities designed to encourage children to develop and practice some of these skills. Parents may take the book home, read it carefully, and implement the activities. They are advised to try activities in areas in which their children are having difficulties, and to call the child's teacher and ask for ideas or more activities. Parents might also be invited to a training workshop in using the book.

NECESSARY STAFF DEVELOPMENT:

Not required, but if implemented, someone with complete mastery of the book should be the coordinator. In addition, consider that these goals may not be identical to those in other districts. Establishing goals and the activities to meet them is the first step.

AVAILABILITY OF CONSULTANT:

Contact Patricia Levin
Executive Director
Community Services for Children
40 East Broad Street
Bethlehem, PA 18018 (215) 691-1819

AVAILABILITY OF MATERIALS:

$10 each

Also available in Spanish

Community Services for Children, Inc.
40 East Broad Street
Bethlehem, PA 18018

POSSIBLE OUTCOMES OF IMPLEMENTATION:

Increased understanding among parents of educational goals for their children; increased cooperation between parents and the schools; reinforcement of specific mathematics and language skills for children; enjoyment for both parents and children.

COSTS:

$10/volume (either English or Spanish version). Also, consider costs for materials to create the activities. Many will be available in the home, although low-income families may have some difficulty; consider costs in time, space, and materials if a workshop is designed around this book.

Implementation Framework

"The Best of BES"

SITE: Erie, Pennsylvania

TITLE: How to Get to School From Your House

INTENDED USERS: Parents of students entering kindergarten

PURPOSE:

To assist parents with children who are entering kindergarten to present how home and school can work together. To be used as a public relations tool to make parents and students feel good about the first day of school.

NECESSARY RESOURCES:

* Personnel, to draft book and to identify school district regulation to be presented in the book.
  Artist, for illustrations
  Money, to duplicate the book
  Dissemination strategies

* Essential Elements

INTENDED USE:

The book can be used to bridge the gap between Head Start and public school or between the home and school. Both Head Start and kindergarten teachers can meet to discuss ideas to be presented in the book which would increase better communication between them. Head Start and/or kindergarten teachers can present workshops when presenting to parents as a teaching tool. This idea could also help parents and teachers to work closer together and improve relationships. The book could also be presented to both parents and children to make their first day at school more relaxed.

NECESSARY STAFF DEVELOPMENT:

Inservice can be used to inform staff about the book; little is required, and can be done at the end of the school day to curtail costs of substitutes.

AVAILABILITY OF CONSULTANT:

Contact Acquanetta Frazier
Greater Erie Community Action Committee
E & T Unit
18 West 9th Street
Erie, PA 16501 (814) 459-4581

AVAILABILITY OF MATERIALS:

Contact Dorothy Cristoph
Greater Erie Community Action Committee
18 West 9th Street
Erie, PA 16501
(814) 459-4581

POSSIBLE OUTCOMES OF IMPLEMENTATION:

Increases parent involvement with the schools; helps teachers to get the school and home working closer together; is a good public relations tool for administrators.

COSTS:

The book can be distributed prior to school through kindergarten registration to reduce/eliminate mailing costs or can be distributed through Head Start centers to parents of kindergarten students through parent meetings, workshops, or on the last day of school. Time is necessary to develop the book and perhaps pay an artist. Inservice, if used, would need to be calculated. Printing through a high school print shop rather than a commercial printer would reduce costs.

Implementation Framework

"The Best of BES"

SITE: Erie, Pennsylvania

TITLE: Vietnamese Ethnic Awareness Unit

INTENDED USERS: Teachers, students (pre-school - 5th grade)

PURPOSE:

To serve as a teaching tool for teachers to promote ethnic awareness.

NECESSARY RESOURCES:

Classroom teachers implement the unit through their own lesson plans. Resources specific to the cultures of Vietnam may be difficult to locate without assistance from local Vietnamese community.

INTENDED USE:

This can be used in the classroom by teachers, especially centers that have Vietnamese students, but is also a good ethnic awareness tool to teach students about other cultures. The ideal situation is to incorporate the various lesson plans into your everyday activities, but can be done as a separate unit. If you have Vietnamese students in the classroom, you can have one of their parents present the lesson, which is a creative use of parent involvement.

NECESSARY STAFF DEVELOPMENT:

For this unit, a Vietnamese parent was used to develop activities through interviews. Then the curriculum coordinator and/or teacher can develop material into a lesson plan or unit formation. Time is essential to work with and interview parents, and money is needed for reproduction.

AVAILABILITY OF CONSULTANT:

A Vietnamese representative in the community could serve as a consultant.

AVAILABILITY OF MATERIALS:

Contact Dorothy Christoph
Greater Erie Community Action Committee
18 West 9th Street
Erie, PA 16501
(814) 459-4581

POSSIBLE OUTCOMES OF IMPLEMENTATION:

Vietnamese parents can be involved; teachers and students will increase their awareness of Vietnamese culture.

COSTS:

Depend on how much of the unit is implemented. Equipment should be available generally in the school. Time for interviews and for planning the actual lessons should be calculated. Reproduction of some materials is necessary.

Implementation Framework

"The Best of BES"

SITE: Ignacio, Colorado

TITLE: Hit the Trail

INTENDED USERS: Parents, teachers

PURPOSE:

To show that environmental studies can be used as a continuity measure from Head Start through elementary school in developing basic skills. A supplementary teaching aid for exploring outdoors.

NECESSARY RESOURCES:

* Administrative Support for outdoors education
* Time for developing a similar idea specific to your locale
* Personnel willing to integrate outdoors education into the curriculum

* Essential Elements

INTENDED USE:

Provides maps depicting where specific plant and animal life can be found; gives tips for learning experiences which teachers or parents can use. Intended to inform children of nature in Ignacio. The teacher uses the guide to direct children's perception of the world around them.

NECESSARY STAFF DEVELOPMENT:

Little is required, although a staff development session could be built around this guide. An individual teacher or parent could pick it up and use it as it is.

AVAILABILITY OF CONSULTANT:

Contact Carol Fracassini
P.O. Box 1961
Española, New Mexico 87532
(505) 753-6424

AVAILABILITY OF MATERIALS:

Contact Sheila Rogers
Director, Southern UTE Head Start
Ignacio, CO 81137
(303) 563-4566

POSSIBLE OUTCOMES OF IMPLEMENTATION:

Increased awareness among parents, teachers, and students of indiginous plant and animal life.

COSTS:

To reproduce this project, someone would need to know the plants and animals in the area near the school, then provide for drawings of them, and a map. Some photography enhances the guide. Printing costs can be kept down if a school printer is used instead of a commercial printer.

Implementation Framework

"The Best of BES"

SITE: Ignacio, Colorado

TITLE: The Puppet Factor

INTENDED USERS: Teachers, parents

PURPOSE:

To inform educators about the use of puppets in classrooms, with parents, and in inservice for teachers.

NECESSARY RESOURCES:

Administrative support for using puppetry in education.
* Personnel who are willing to make and use puppets.
Materials for making puppets and stages.

* Essential Elements

INTENDED USE:

To help teachers use puppets to teach in the classroom; to help children use puppets to express themselves, work through problems; to encourage parents to get involved in children's education.

NECESSARY STAFF DEVELOPMENT:

The book can be used as is; little staff development is necessary, although an inservice session could be built around it.

AVAILABILITY OF CONSULTANT:

Contact Pat Zabriskie
Box 708
Ignacio, CO 81137 (303) 563-9326
(A professional puppeteer and workshop leader. Requires $75/day plus travel, lodging, and meals.)

AVAILABILITY OF MATERIALS:

Contact Sheila Rogers
Director, Southern UTE Head Start
Ignacio, CO 81137
(303) 563-4566

POSSIBLE OUTCOMES OF IMPLEMENTATION:

Parents using puppets have fun with their children; teachers get another effective teaching method; children respond to and with puppets, especially in oral language, history, mathematics, and science.

COSTS:

Perhaps $2-$3 per pupil, depending on materials chosen.

Implementation Framework

"The Best of BES"

SITE: Ignacio, Colorado

TITLE: Sensations

INTENDED USERS: Parents, teachers, students 3-8 years old (adaptable for older children)

PURPOSE:

To introduce teachers, parents, and young children to multi-sensory learning via the environment. Common, easily obtainable environmental sources are used to implement learning. The curriculum provides a "sensation" for every day of the school year highlighting the seasonal changes of fall, winter, and spring. The focus is on enjoying the sensation rather than acquiring facts.

NECESSARY RESOURCES:

No specific resources are required other than an interest in discovering with children the joys of learning from the environment. Administration policies must agree to children learning outdoors. Preparation time for each sensation is minimal due to common resources used. A varied environmental location is a bonus for teaching sensationally.

INTENDED USE:

Sensations consists of a teacher/parent handbook that describes each sensation and a large creatively illustrated classroom calendar. The name of the sensation is written on each calendar day while the handbook is arranged to follow the school calendar. A complete explanation of the materials used, questions asked and follow-up activities is included in the handbook. The curriculum is flexible. A sensation may be done on a different day than designated and an activity may be omitted or repeated without affecting the year's program. The teacher simply reads the handbook description of the sensation and gathers the materials or determines the location. The emphasis is on experiencing the subject using a variety of senses. Since Sensations is child-centered learning, children's voices are heard often as the teacher prompts them with appropriate questions and activities. Curiosity is awakened while creativity becomes a natural product of each sensation. No rigid method for sensations is followed. Time involvement is 20 minutes - 1-1/2 hours.

NECESSARY STAFF DEVELOPMENT:

Not required. A thorough reading of the preface is essential. However, a sensations workshop is beneficial in sparking enthusiasm for teaching sensationally.

AVAILABILITY OF CONSULTANT:

Contact Maureen Kilty Carpenter
Developer
Box 614
Mancos, CO 81328
(303) 533-7501

$125/full day
$ 80/half day
plus travel, lodging, meals.

AVAILABILITY OF MATERIALS:

Contact Sheila Rogers
Director, Southern UTE Head Start
Ignacio, CO 81137
(303) 563-4566

POSSIBLE OUTCOMES OF IMPLEMENTATION:

Parents will recognize their children's increased interest in their environments. They will notice their children's enthusiasm for trying new learning experiences, particularly sensory learning. Teachers will notice their student's creativity flourishing. Children will reflect their new interests by bringing items of interest from their outdoors to the classroom. Teachers will discover their ability to adapt and teach sensationally to the changing outcomes in each sensation. Children will display a special interest in their environment and will be eager to share it with their classmates and teacher. Learning of all subjects will be enhanced by their exposure to multi-sensory learning. Administrators will notice a greater respect for the school's location and appearance as children experience sensations. On a large scale, children who have many positive experiences with sensations will develop a joy from learning. The knowledge gained from sensations will form a firm base to build scientific expertise and environmental appreciation.

COSTS:

Minimal. Resources include such non-cost items as weather, house plants, imagination, sponteneity. Time costs involve reading the description and gathering materials. Some time is involved when children dress for an outdoor sensation.

Implementation Framework

"The Best of BES"

SITE: Oak Ridge, Tennessee

TITLE: An Early Childhood Program

INTENDED USERS: Teachers (kindergarten)

PURPOSE:

To provide teachers with a description of the process and the results of a long-term inservice experience. Focuses on the staff development activities which evolved over a three-year period for the kindergarten staff in one elementary school. Describes the knowledge transferred from staff development into the classroom.

NECESSARY RESOURCES:

* Time (this project took three years)
  Administrative support
* Interest and participation of teachers
  A staff development specialist

* Essential Elements

INTENDED USE:

During the three-year period, the process included workshops, assistance of a staff developer, observations of children and classrooms, discussions, and feedback. The process recognizes that individuals grow and change as new learnings are encountered. In the beginning, teachers were asked about concerns and needs for their classrooms. Later, workshops were planned so that information was presented and discussed. Brainstorming activities and hands-on experiences were used at these workshops. In addition, a staff developer was assigned to the school to assist staff in implementing the ideas presented to them, and to serve as an advocate of good teaching. There were also frequent meetings among teachers to discuss concerns and the observations of the staff developer.

NECESSARY STAFF DEVELOPMENT:

This is a staff development program, and is designed to be long-term, comprehensive, and assisted by a staff developer.

AVAILABILITY OF CONSULTANT:

Contact Doris Webber
96 Taylor Road
Oak Ridge, TN 37830
(615) 482-9067

AVAILABILITY OF MATERIALS:

For information, contact Doris Webber
96 Taylor Road
Oak Ridge, TN 37830
(615) 482-9067

POSSIBLE OUTCOMES OF IMPLEMENTATION:

Changes were slow and not dramatic. Sequences of observations, discussions, workshops, and meetings clarified events and became part of the foundation for future thinking of individuals. The receptive attitude toward change was different for each teacher . The attitudes progressed roughly as such: expressing sufficient knowledge; recognition of need for new knowledge or a change without assistance; awareness and acceptance of assistance in gaining new knowledge; transfer of knowledge to implementation phase with assistance. As attitudes changed, individuals assumed more responsibility for the recognition of need to add new knowledge or to change. Teachers became more concerned about what worked, why, and how.

COSTS:

Primary costs are time and staff developer. As the process continues, less time is necessary for introducing new concepts or ideas. Individuals are more receptive to change as the process progresses.

Implementation Framework

"The Best of BES"

SITE: Sheridan (Englewood), Colorado

TITLE: Parent Volunteer Handbook

INTENDED USERS: Parents

PURPOSE:

To serve as an easy reference for parents for volunteering. Also, a focal point for a "how to volunteer" workshop.

NECESSARY RESOURCES:

* Someone in charge of volunteering
* Administrative support for parent participation in schools
  Teacher support for using volunteers
  Limited financial support for training time and materials for use by volunteers
* Clear understanding in schools of how they wish to use volunteers (classroom, clerical, recordkeeping, etc.)

* Essential Elements

INTENDED USE:

After reading this, and especially if a workshop were designed around it, volunteers would have a clear idea of what was expected of them.

NECESSARY STAFF DEVELOPMENT:

Initial training of volunteers: 3-4 hours, including preparation. Supervision of on-going volunteers. Time would depend upon numbers of volunteers and the use of them by staff.

AVAILABILITY OF CONSULTANT:

Libby Ritchie, handbook developer, Ft. Logan School, Englewood, Colorado. Should contact through:

Dr. Vicky Brooks, Ass't Superintendent
Sheridan Schools
P.O. Box 1198
Englewood, Colorado 80150
(303) 761-8640

AVAILABILITY OF MATERIALS:

May be photocopied or contact Dr. Vicky Brooks,
Ass't Superintendent
Sheridan Schools
P.O. Box 1198
Englewood, Colorado 80150
(303) 761-8640

POSSIBLE OUTCOMES OF IMPLEMENTATION:

Parents will be more comfortable in volunteering since they will know what is expected of them. Teachers know that parents have guidelines for volunteering and know that they have had some training.

COSTS:

Printing booklet, plus time for planning and conducting a workshop for volunteers.

Implementation Framework

"The Best of BES"

SITE: Thermal, California

TITLE: Back Pack (October)

INTENDED USERS: Preschool teachers

PURPOSE:

To encourage parents to become more actively involved in their children's education. This is one of nine books in a set, one book for each month of the school year. Contains activities for reading readiness, self-help, health/safety, self-concept, cooking, literature, and places to visit. Each activity includes a note to parents, instructions, necessary materials, and at least one activity. Cut-out masters are included. All materials are put in a child-sized back pack which the child takes home. Bilingual (English/Spanish).

NECESSARY RESOURCES:

* Back packs for carrying materials home.
* Commitment on part of teachers to facilitate parents' role as primary educators of their children
* Time, by teacher, for prescribing developmentally appropriate activities for children
* Materials, which are usually common in elementary schools

* Essential Elements

INTENDED USE:

The teacher chooses from among the activities those which suit the individual child. The activity, letter home, and materials are put in a back pack, which the child takes home. When the activities are accomplished, the child brings everything back to school.

NECESSARY STAFF DEVELOPMENT:

Not required, although staff development could be built around these activities. And, because this is a serious parent-involvement effort, there may be some necessary to kick off the process.

AVAILABILITY OF CONSULTANT:

Contact Chris Couston
Coachella Valley Unified School District
P.O. Box 847
Thermal, CA 92274
(619) 399-5137

AVAILABILITY OF MATERIALS:

$10/volume; Contact Chris Couston
Coachella Valley Unified School District
P.O. Box 847
Thermal, CA 92274
(619) 399-5137

POSSIBLE OUTCOMES OF IMPLEMENTATION:

There should be increased parent interest and activity in their chidren's education; teachers will have a wealth of activities for using with their preschool children; children have fun with the back packs, which give them a certain amount of incentive to take the activities home and bring them back.

COSTS:

$10/volume for the activity books; if inservice is planned, there needs to be time, administrative support, and materials to introduce the concept. The back packs can be purchased at cost or just above from H & L Products, Inc., P.O. Box 1445, 500 West 16th Street, National City, CA 92050. They can be imprinted with a school logo or project name, which enhances them, but costs more.

Implementation Framework

"The Best of BES"

SITE: Thermal, California

TITLE: Kindergarten Math Guide (October)

INTENDED USERS: Kindergarten teachers

PURPOSE:

To provide kindergarten teachers with 75 mathematics lessons for teaching basic concepts, such as big, little, first, last longer, shorter, and so on. This book is one of nine volumes in a series. There is one volume for each month of the school year; activities are geared toward special holidays where appropriate. Some of the activities are in Spanish.

NECESSARY RESOURCES:

Masters for many of the needed pieces are included in the book. Other resources should be commonly available in the school. The most necessary resource is time--to read the book, decide how to integrate its activities into the curriculum, and then make whatever may be necessary.

INTENDED USE:

Intended as a supplement to kindergarten teachers' curriculum. Individuals can pick up the book, find the needed activity in the table of contents, then find the following given for each activity: title, concept words, materials needed, procedure, curriculum with which the activity integrates, ideas for parent participation, and drawing masters.

NECESSARY STAFF DEVELOPMENT:

None is required, although a workshop could be built around the series, or each volume of the series.

AVAILABILITY OF CONSULTANT:

Contact Chris Couston
Coachella Valley Unified School District
P.O. Box 847
Thermal, CA 92274
(619) 399-5137

AVAILABILITY OF MATERIALS:

$10/volume; Contact Chris Couston
Coachella Valley Unified School District
P.O. Box 847
Thermal, CA 92274
(619) 399-5137

POSSIBLE OUTCOMES OF IMPLEMENTATION:

Teachers will have a wealth of activities for teaching basic concepts to their kindergarten children; because many of the activities can involve parents, there may be more parent participation in children's learning; children will have enjoyable ways of learning necessary basic skills.

COSTS:

$10/volume to purchase. Other costs might include time for familiarizing staff with the activities and for integrating them into the curriculum. If a workshop is designed around the books, time, staff, and space need to be taken into consideration.

Implementation Framework

"The Best of BES"

SITE: Topeka, Kansas

TITLE: Developmental Resource Guides

INTENDED USERS: Parents and teachers

PURPOSE:

The four skill resource guides and the developmental guide were created for use in the elementary schools. Each Skill Guide is divided in three areas: Basic Concepts (Level II: 6-8 years and Level III: 9-11 years); Basic Facts (grade levels 1-6); and Classroom Activities (grouped by the two Levels). The Developmental Guide provides information for children 6-11 years old.

NECESSARY RESOURCES:

* One set of guides per school (preferably one per classroom)
* Administrative support to encourage use of the guides
* Time for inservice, discussion time to study each area and stage
* Money to purchase guides and if needed, to allow training with the materials

* Essential Elements

INTENDED USE:

A classroom using these guides would be allowing children to proceed in small groups and individually (allowing the the developmental differences in children). This takes teachers who are concerned that each child progress to the best of their ability, using present skills, building on these, varying materials presented to meet needs.

NECESSARY STAFF DEVELOPMENT:

Should be done throughout the school year for best results. Materials can be reviewed in one all-day session, but preferably staff would review one guide per session. A consultant is needed to lead discussion of developmental stages.

AVAILABILITY OF CONSULTANT:

Contact Barbara Hodges
1301 West Third
Topeka, Kansas 66606
(913) 354-7318, 232-8249

Charges $100 per half-day session; $200 per 1-day session.
Fees are negotiable.

AVAILABILITY OF MATERIALS:

$30/set; Inquire with Barbara Hodges
1301 West Third
Topeka, Kansas 66606
(913) 354-7318

POSSIBLE OUTCOMES OF IMPLEMENTATION:

Parents were excited about study groups which helped them to understand their children and give them insight into "basic skills." Teachers gained a better understanding of grade level expectations after reviewing the set. They began to see children where they were, instead of where they thought they should be. Students benefitted from new enthusiasm generated by parents and teachers about each child's development. Administrators were positive in their comments; staff and parents were working together as a team to better understand their children's needs. Cooperation and continuity were established. When we first began, many teachers and parents felt they already knew and understood developmental stages. It was an eye opener for all participants as we studied and worked together to learn new activities and to reinforce developmental materials in basic skills.

COSTS:

$30/set to purchase, plus time and space for training, and a consultant to lead the training. Revised editions of the Guides (in progress) may have a different price.

Implementation Framework

"The Best of BES"

SITE: Toppenish, Washington

TITLE: Gesell Screening Guide

INTENDED USERS: Administrators, teachers, parents

PURPOSE:

To assess the developmental level of incoming kindergarten children for readiness; to assist the principal, teachers, and parents in arriving at placement which meets individual needs of the children; to guide the kindergarten staff in developing a curriculum which is developmentally appropriate. With more accurate information on the developmental level of a new student, placement can be more consistent with the actual abilities of the child, resulting in realistic objectives being set for each student. Bilingual (Spanish/English). Contains all objectives, materials, and other necessary information for considering the implementation of the process, such as sample letters home, resources, planning strategies.

NECESSARY RESOURCES:

* Administrative support for the process
* Commitment from teachers and parents to the process
* Time
* School Readiness Screening Test (Gesell Institute)
* One-week training, provided by Gesell Institute, which certifies a developmental examiner for the program

* Essential Elements

INTENDED USE:

Objectives, materials, structures, behaviors, and values/knowledge are defined for each participating group (teachers, parents, and principal). Basically, however, the process involves a Gesell-trained teacher screening pre-kindergarten children, then conferencing with parents about the results and placement recommendations.

NECESSARY STAFF DEVELOPMENT:

Training by Gesell Institute staff is required to implement the process. Additional staff development is necessary to assure all staff and parents to be involved.

AVAILABILITY OF CONSULTANT:

Contact Anne Gauvin
804 So. 26th Avenue
Yakima, Washington 98902
(509) 457-5240

AVAILABILITY OF MATERIALS:

Contact EPIC (Enterprise for Progress in the Community)
307 North Third Street
Suite No. 1
Yakima, Washington 98901
(509) 248-3950

POSSIBLE OUTCOMES OF IMPLEMENTATION:

Closer match between children's developmental level and the curriculum which they get in school; increased awareness among teachers, administrators, and parents of developmental levels and need for matching curriculum to them.

COSTS:

In time, effort, and commitment, this is a major process to undertake. Costs for training are available from the Gesell Institute.

Implementation Framework

"The Best of BES"

SITE: Toppenish, Washington

TITLE: Home Secrets Parent Education Program (book and packet)

INTENDED USERS: Teachers, parents, students

PURPOSE:

To provide first-fourth grade teachers with a process for continuing their students' learning at home; to provide parents with activities to do with their children at home, activities which build upon concepts children already know, or which they may need additional assistance with. The program provides parents with an opportunity to interact with their children at home, demonstrating to the children that parents value learning and that they are interested in what the children are learning. Parents can also demonstrate that learning is fun. First grade only is included in "The Best of BES." Bilingual (Spanish/English).

NECESSARY RESOURCES:

* Coordinator
* Activity sheets
* Supplementary materials which are usually available at school, and perhaps at home

  Envelopes for transporting the activities home with the student
* Commitment from administration and teachers that concept of parent involvement in children's education warrants the effort
* Parent training session

Others are listed on page 12 of Home Secrets in "The Best of BES"

* Essential Elements

INTENDED USE:

The Home Secrets packet includes the numbered activity sheets which correspond to a "secret number" the teacher sends home two times per week. Also included in the packet are most of the materials needed to complete the activities, such as paper, pencil, scissors, and so on. To receive the packets, parents must attend the Home Secrets parent session, (cont.)

INTENDED USE: (cont.)

where parents review activities, discuss the rationale for them and ask questions. The program operates in cycles of 5-7 weeks. Each activity is about 10-15 minutes long. They include color and shape games, cut/trace/paste, word games, stories, writing health, mathematics, and others, for grades 1-4. Evaluation sheets are included for parents and child to complete. Also see Home Secrets for detailed description of the process.

NECESSARY STAFF DEVELOPMENT:

Parent sessions are required in order for parents to take part. Staff development for school staff would also be required if the program were to be implemented. Please see Home Secrets book in "The Best of BES" package for details about planning and conducting parent training sessions (pages 21-23).

AVAILABILITY OF CONSULTANT:

Contact Anne Gauvin
804 So. 26th Avenue
Yakima, WA 98902 (509) 457-5240

AVAILABILITY OF MATERIALS:

For information, contact EPIC (Enterprise for Progress in the Community)
307 North 3rd Street, Suite No. 1
Yakima, WA 98901 (509) 248-3950

POSSIBLE OUTCOMES OF IMPLEMENTATION:

Increased time spent between parents and children on educational activities; increased sense that learning can be fun; increased parent/school communication.

COSTS:

In 1982-83, costs per packet were $2.48 first grade; $3.00 third grade; $4.60 fourth grade (unavailable for second grade). Costs can be controlled somewhat by seeking donated items, letting parents provide materials, or ordering in bulk. Please see the Home Secrets book included in "The Best of BES" for detailed information about costs.

Implementation Framework

"The Best of BES"

SITE: Toppenish, Washington

TITLE: Oral Language Program

INTENDED USERS: Teachers, Head Start - grade 6

PURPOSE:

To provide teachers with a scope and sequence of skills and behavioral learning objectives for children, Head Start through grade six, and to provide descriptions of activities which accompany these objectives.
Level I: Head Start and kindergarten
Level II: Grades 1 and 2
Level III: Grades 3 and 4
Level IV: Grades 5 and 6

NECESSARY RESOURCES:

* Materials usually found in most elementary schools
* Time to study the resource guide and to integrate the activities into the curriculum and for the appropriate child

* Essential Elements

INTENDED USE:

Teachers can use the activity resource guide to coordinate activities to the learning objectives appropriate for various levels. The guide is designed as a supplemental resource, divided by level. The behavioral objectives for each level are presented at the beginning of each section. Activities are keyed to each objective, and presented in chart form, with the skill, activity learning objective, materials, procedures, evaluation, and additional comments provided.

NECESSARY STAFF DEVELOPMENT:

Recommended in order to implement such a process. These objectives are keyed to those of Toppenish School District. They may not, of course, match those in other districts. To recreate this manual for another district might entail a considerable amount of time and commitment by teachers and administrators. Once in existence, however, and once teachers understand its purpose and use, little more is necessary.

AVAILABILITY OF CONSULTANT:

Contact Anne Gauvin
804 So. 26th Avenue
Yakima, WA 98902
(509) 457-5240

AVAILABILITY OF MATERIALS:

Contact EPIC (Enterprise for Progress in the Community)
307 North 3rd Street
Suite No. 1
Yakima, WA 98901
(509) 248-3950

POSSIBLE OUTCOMES OF IMPLEMENTATION:

Teachers have increased understanding of the links between learning objectives and the curriculum, and have an excellent resource for achieving that link; each grade level knows what is expected of the child, what has been expected in the level before, and what will be expected at the next level. Provides a more measurable means for determining whether children have suceeded at each level.

COSTS:

To begin from the stage of determining objectives, the cost would be considerable in time and materials of administrators and teachers. Maintaining the resource guide is much less expensive. Once teachers understand its purpose and function, it becomes a hand resource for teaching.

Implementation Framework

"The Best of BES"

SITE: Wichita, Kansas

TITLE: Constructing Educational Activities

INTENDED USERS: Teachers and parents

PURPOSE:

To provide explicit directions for constructing educational materials that can meet varied student interests, needs, and skill levels. This book is the result of a "make it and take it" workshop. Teachers of levels pre K-6 made the materials.

NECESSARY RESOURCES:

A variety of materials which would be readily available in schools

* A workshop coordinator, if the book is used as the basis for a workshop

Time and space to construct the activities

* Essential Elements

INTENDED USE:

May be used as a resource book for an individual teacher or parent to construct the activities pictured in it, or may be the basis for a "make it and take it" workshop.

NECESSARY STAFF DEVELOPMENT:

Not required. But if inservice on the book is planned, it would be helpful to have a staff member conduct it who is thoroughly familiar with the activities and ways in which they may be adapted for children's various needs and levels.

AVAILABILITY OF CONSULTANT:

Contact Terri Harris
11405 Merridale
Wichita, Kansas 67212
(316) 721-3772

$200/day plus expenses

AVAILABILITY OF MATERIALS:

For information contact Terri Harris
11405 Merridale
Wichita, Kansas 67212
(316) 721-3772

POSSIBLE OUTCOMES OF IMPLEMENTATION:

Teachers can create materials that reinforce lessons taught in the classroom; they can provide for student's individual differences; they can involve parents in the process of making the materials, and encourage their use at home. The activities are not designed for the initial teaching of a concept, but for reinforcing and supplementing lessons.

COSTS:

Depends on the quantity and quality of construction materials, and time for planning and conducting a workshop. Most of the activities can be made with materials available in an ordinary school.

MORE BES MATERIALS

The materials included in "The Best of BES" do not constitute everything produced during the program's life. For a number of reasons, most of them having to do with time and funding, other materials exist which you will not find here. Because we want you to know about them, too, we have included the following chart which lists, to the best of our knowledge, the rest of the BES materials produced at 15 sites around the country. The chart includes the site, title of materials, a brief description, the BES elements addressed, and the name of a contact person to reach for further information. We are hopeful that this will allow you to go on from here on your own.

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DEVELOPING SITE	TITLE OF MATERIALS	DESCRIPTION OF MATERIALS	BES ELEMENTS ADDRESSED				CONTACT
			CURR	PI	TA&B	CONT	
Bethlehem, Pennsylvania	LEARNING ACTIVITY WORKBOOK--SPANISH	A series of home activities, written to help parents understand their children's development in math and language. Discribes minimum skills which children need to master; activities encourage children to develop and practice those skills. (The English version is included in "The Best of BES")	X	X	X	X	Patricia Levin Community Services for Children, Inc. 40 East Broad St. Bethlehem, PA 18018 215/691-1819
	SIMPAR	A simulation game which gives players the opportunity to experience being a parent.	X	X			
Erie, Pennsylvania	HELPING CHILDREN FEEL GOOD ABOUT THEMSELVES	A book of activities to help third grade children feel good about themselves, understand feelings, tolerate ambivalence, and develop self-confidence.	X			X	Dorothy Christoph Greater Erie Community Action Committee 18 W. 9th St. Erie, PA 16501 814/459-4581
Evansville, Indiana	BASIC EDUCATIONAL SKILLS PROGRAM MANUAL ("LEARNING IS FOR LIFE")	A manual for teachers. Includes information on learning environments, educational approaches, learning behaviors, multicultural education, home/school activities, field trips, and resources.HS-G4	X		X	X	Evansville Head Start 906 Main Street Evansville, IN 47708 812/464-7768
Huntington, West Virginia	THE CHILD STUDY	A report which describes a process by which teachers, parents, administrators, and others can become involved in observing individual students and collecting data to be used in providing instructional activities geared to the child's appropriate developmental level.	X	X	X	X	Mary Jane Bevins Director Southwestern Community Action Council, Inc. 540 Fifth Avenue Huntington, WV 25701 304/525-5151

DEVELOPING SITE	TITLE OF MATERIALS	DESCRIPTION OF MATERIALS	BES ELEMENTS ADDRESSED				CONTACT
			CURR	PI	TA&B	CONT	
Immokalee, Florida	LEARNING CENTERS: A WORKSHOP APPROACH PARENTING SKILLS: AN INTERPERSONAL APPROACH VOLUNTEERS: THE PRICELESS RESOURCE	A series of three slide-tape presentations which provide insight into creating learning centers, improving parenting skills, and encouraging parents and others to volunteer to work in the school	X	X		X	Jack Szymanski 213 S. 9th St. Immokalee, FL 33934 813/657-2625
Oak Ridge, Tennessee	FIELD TRIPS: AN APPROACH TO LEARNING	A set of 63 slides, audio tape, transcript, and teacher's guide produced to inform teachers and/or parents of purposes for and ways of conducting effective field trips.	X	X	X	X	Doris Webber 96 Taylor Road Oak Ridge, TN 37830 615/482-9067
	SEEDS FOR LATE BLOOMERS	A set of 38 slides, audio tape, script, introduction, bibliography in a notebook, which shows how planting a garden can help preschool children's understanding of science and language.	X			X	
Sheridan (Englewood), Colorado	LANGUAGE ARTS CURRICULUM	A large, 3-ring binder, divided by grade level, which provides the teacher with planned, sequential approach for teaching language arts at the child's level of ability. Tied to Houghton-Mifflin reading series. K-8.	X		X	X	Dr. Vicky Brooks Assistant Supt. Sheridan School Dist. P. O. Box 1198 3647 S. Santa Fe Englewood, CO 80150 303/761-8640

DEVELOPING SITE	TITLE OF MATERIALS	DESCRIPTION OF MATERIALS	BES ELEMENTS ADDRESSED				CONTACT
			CURR	PI	TA&B	CONT	
Thermal, California	BACK PACK	A series of packets of home activities, which kindergarten students carry to and from school in a vinyl "back pack." Includes nine packets one for each month in the school year. (The October packet only is included in the "Best of BES" kit.)	X	X	X	X	Chris Couston Coachella Valley USD P. O. Box 847 Thermal, CA 92274 619/399-5137
	FUNCTIONAL ENGLISH PACKETS	A guide providing 37 lesson packets for teaching English. Each packet includes pictures, listening activities, simple response activities, review, and reinforcement activities. Activities may be adapted for use at any grade level.	X		X	X	
	HEAD START CURRICULUM	Includes 9 monthly curriculum guides. Curricular areas include: oral language, math, psychomotor skills, science, art, music, cooking, and literature.	X	X	X		
	KINDERGARTEN INTEGRATED LANGUAGE ARTS GUIDE	A guide providing language arts activities to be used in conjunction with a number of children's stories; including Clifford the Big Red Dog, The City Mouse and the Country Mouse, and others.	X		X		
	KINDERGARTEN MATH GUIDES	Includes nine monthly math guides, each one focused on a particular month and its holidays. (The October guide only is included in the "Best of BES" kit.)	X	X	X		

MORE FROM BES

DEVELOPING SITE	TITLE OF MATERIALS	DESCRIPTION OF MATERIALS	BES ELEMENTS ADDRESSED				CONTACT
			CURR	PI	TA&B	CONT	
Toppenish, Washington	HOME SECRETS PARENT EDUCATION PROGRAM	Packets of activity sheets for parents to do with their children at home. Materials for HS-G4 were prepared. (A report describing training and costs, plus packet of activities for G1 only are included in "The Best of BES.)	X	X	X	X	Anne Gauvin 804 So. 26th Avenue Yakima, WA 98902 (509) 457-5240
	CLASSROOM VOLUNTEER PROGRAM	A 24-page report intended to describe a process for encouraging parents to volunteer in the classroom and to assist students and teachers with their activities.		X			

Appendix A

Nationwide Network of Early Childhood Education Specialists in State Departments of Education Trained to Use "The Best of BES"

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Nationwide SEA Network Members

ALABAMA	Elizabeth Emens Basic Skills & Early Childhood Section 111 Coliseum Boulevard Montgomery, AL 36193 (205) 832-3880
ALASKA	Annie Calkins Alaska State Department of Education Pouch F Juneau, AK 99811 (907) 465-2841
ARIZONA	Dr. Gary Emanuel State Department of Education 1535 W. Jefferson St. Phoenix, AZ 85007 (602) 255-5387
ARKANSAS	Larry S. Robertson Kindergarten Specialist State Department of Education State Education Building Little Rock, AR 72201 (501) 371-1861
CALIFORNIA	Mary Ann Overton Instructional Services Unit State Department of Education 721 Capitol Mall Sacramento, CA 95831 (916) 322-3284
COLORADO	Elizabeth Soper Consultant Special Education Services Colorado Department of Education State Office Building 201 E. Colfax Street Denver, CO 80203 (303) 534-8871 ext. 267
CONNECTICUT	Dianne H. Warner Associate Consultant Early Childhood/Parenting State Department of Education Room 350 P.O. Box 2219 Hartford, CT 06145 (203) 566-5352

DELAWARE	Barbara E. Humphreys State Department of Education Townsend Building P.O. Box 1402 Dover, DE 19901 (302) 736-4667
FLORIDA	Johann A. Chancy Supervisor, Early Childhood and Elementary Education State Department of Education Knott Building Tallahassee, FL 32301 (904) 488-4888
GEORGIA	Dr. Barbara Stevens Georgia State Department of Education 205 Butler Atlanta, GA 30334 (404) 656-2685
HAWAII	Ann Port Elementary Language Arts Specialist General Education Branch Office of Instructional Services Hawaii State Department of Education 189 Lunalilo Home Road Honolulu, HI 96825 (808) 395-8004
IDAHO	Marcia Jochim Principal Eagle Hills Elementary School 650 Ranch Drive Eagle, ID 83616 (208) 939-8676
ILLINOIS	Lynn Moore Dep't of Specialized Ed'l Svs Illinois State Board of Education 100 North First Street Springfield, IL 62777 (217) 782-6601
INDIANA	Marcia Johnson Indiana Department of Public Instruction Division of Human Services State House, Room 229 Indianapolis, IN 46204 (317) 927-0216

IOWA	Lory Johnson Language Arts Reading Coordinator/Consultant Iowa Department of Public Instruction Grimes State Office Building Curriculum Division Des Moines, IA 50319 (515) 281-3145
KANSAS	Dr. Ramona J. Anshutz Education Program Specialist State Department of Education 120 E. 10th Street Topeka, KS 66612 (913) 296-4946
KENTUCKY	Cathy Crum Kentucky Department of Education 1826 Capital Plaza Tower Frankfort, KY 40601 (502) 564-2672
LOUISIANA	Kay Swearingen State Department of Education P.O. Box 44064 Baton Rouge, LA 70804 (504) 342-3387
MAINE	Daryl Hahn Assistant to the Commissioner Department of Education State House Station 23 Augusta, ME 04333 (207) 289-2139
MARYLAND	Dr. Elayne R. Mitchell Branch Chief Early Childhood Education State Department of Education 200 W. Baltimore St. Baltimore, MD 21201 (301) 659-2404
MASSACHUSETTS	John F. Reynolds Springfield Regional Education Center 88 Massasoit Avenue West Springfield, MA 01089 (413) 739-7271

MICHIGAN	Deborah Clemmons Consultant Office of Professional Development Michigan Department of Education P.O. Box 30008 Lansing, MI 48909 (517) 373-3608
MINNESOTA	Corrine Moncada State Department of Education 654 Capitol Square 550 Cedar Street St. Paul, MN 55101 (612) 296-4065
MISSISSIPPI	Mary Ann Baird Instructional Consultant State Department of Education P.O. Box 771 Jackson, MS 39205 (601) 359-3433
MISSOURI	Mildred Winter Director, Early Childhood Education MO Dept. of Elem and Sec Education P.O. Box 480 Jefferson City, MO 65102 (314) 751-2625
MONTANA	Kelly Evans Monitoring Specialist Office of Public Instruction Department of Special Services 1300 11th Avenue Helena, MT 59620 (406) 449-5660
NEBRASKA	Esther Arganbright Supervisor, Basic Skills and Reading State Department of Education Box 94987 301 Centennial Mall, South Lincoln, NE 68509 (402) 471-4333
NEVADA	Patricia Weninger Elementary Consultant Nevada Department of Education 400 W. King St. Capitol Complex Carson City, NV 89710 (702) 885-3136

NEW HAMPSHIRE	Dr. Cynthia Mowles Consultant, ECE State Department of Education 64 North Main Street Concord, NH 03310 (603) 271-2656
NEW JERSEY	Tynette W. Hills Director of Early Childhood Education Division of Programs 225 West State Street Trenton, NJ 08625 (609) 984-6357
NEW MEXICO	Ezequiel Benavides State Director, Bilingual Education State Department of Education Education Building Santa Fe, NM 87503 (505) 827-6573
NEW YORK	Bertha Campbell State Department of Education Room 365 Albany, NY 12234 (518) 474-4947
NORTH CAROLINA	Betty P. Moore Special Ass't Curric & Admin State Department of Education Room 235, Education Building Raleigh, NC 27611 (919) 733-3512
NORTH DAKOTA	Ethel J. Lowry Department of Public Instruction State Capitol 600 Boulevard Avenue, East Bismarck, ND 58505 (701) 224-2292
OHIO	Margaret L. Trent Coordinator, Basic Skills Ohio Department of Education 65 South Front Street, Room 802 Columbus, OH 43215 (614) 466-3826

OKLAHOMA	Judy Franks-Doebler Early Childhood Consultant State Department of Education Oliver Hodge Building 2500 N. Lincoln Blvd. Oklahoma City, OK 73105 (405) 521-3361
OREGON	Jean Spaulding Early Childhood Education State Department of Education 700 Pringle Parkway SE Salem, OR 97310 (503) 378-4767
PENNSYLVANIA	Jessie R. Sanders Early Childhood Education Advisor Pennsylvania Department of Education 333 Market Street, Box 911 Harrisburg, PA 17108 (717) 787-5424
RHODE ISLAND	Dr. Robert MacMillan Professor of Education The University of Rhode Island Chaffee Building Kingston, RI 02881 (401) 792-4155
SOUTH CAROLINA	Janet Perry Parent Education Supervisor State Department of Education 808 Rutledge Building 1429 Senate Street Columbia, SC 29201 (803) 758-3696
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TEXAS	Joene Grissom Texas Education Agency Chief Consultant ECE 201 E. 11th Street Austin, TX 78701 (512) 834-4421
UTAH	Dr. Donald D. Clark Director, Basic Skills Utah Office of Education 2333 Bonanza Way South Jordan, UT 84065 (801) 533-6040
VERMONT	Rebecca Tarrant Chief of Curriculum and Instruction Basic Education Division State Department of Education Montpelier, VT 05602 (802) 828-3111
VIRGINIA	Grey Ritchie Kindergarten Supervisor State Department of Education P.O. Box 6Q Richmond, VA 23216 (804) 225-2662
WASHINGTON	Leslie J. Francis Office of the Sup't of Public Instr'n Old Capitol Building Olympia, WA 98504 (206) 753-7389
WEST VIRGINIA	Al Canonico State Department of Education 1900 Washington St., Bldg. 6 Room B-330 Charleston, WV 25305 (304) 348-2584
WISCONSIN	Dr. Eunice Bethke Chief, Curriculum Section Department of Public Instruction P.O. Box 7841 Madison, WI 53707 (608) 266-9897
WYOMING	Dr. Anna Kitchener Elementary Consultant State Department of Education Hathaway Bldg., Room 240 Capitol Avenue Cheyenne, WY 82002 (307) 777-6226

Appendix B

Regional Offices
Administration for Children, Youth, and Families

REGIONAL OFFICES

ADMINISTRATION FOR CHILDREN, YOUTH AND FAMILIES

REGION I	Dr. Renee Davis John F. Kennedy Federal Bldg. Government Center Boston, MA 02203 (617) 223-6450
REGION II	Miriam Isaacs 26 Federal Plaza, Room 4149 New York, New York 10278 (212) 264-2974
REGION III	Paul Vicinanza Post Office Box 13716 3535 Market Street Philadelphia, PA 19101 (215) 596-0384
REGION IV	Pat Doyle 101 Marietta Tower Atlanta, GA 30323 (404) 221-2134
REGION V	Esteban Deveranez Early Childhood Specialist 13th Floor 300 S. Wacker Dr. Chicago, IL 60606 (312) 353-4241
REGION VI	Delores Drayden 1200 Main Tower Building 20th Floor Dallas, Texas 75202 (214) 767-2976
REGION VII	Dr. Pearl M. Draine Federal Building 601 East 12th Street, 3rd Floor Kansas City, MO 64106 (816) 374-5805
REGION VIII	Merrily Beyreuther 1961 Stout Street Denver, CO 80294 (303) 837-3106

REGION IX	Mary Lewis 50 United Nations Plaza San Francisco, CA 94102 (415) 556-0923
REGION X	E.B. Luttermoser Mail Stop 811 Arcade Plaza Building 1321 Second Avenue Seattle, WA 98101 (206) 442-0838

Appendix C

Basic Educational Skills Sites

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PARTICIPATING BES SITES

AMARILLO, TX	Dr. Michael King Education Service Center XVI P.O. Box 30600 Amarillo, TX 79120 (806) 376-5521
BETHLEHEM, PA	Patricia Levin Head Start of the LeHigh Valley 40 East Broad Street Bethlehem, PA 18018 (215) 691-1819
EAGLE BUTTE, SD	Carol Mann P.O. Box 180 Eagle Butte, SD 57625 (605) 964-3096
ERIE, PA	Dorothy Christoph Greater Erie Community Action Committee 18 West 9th Street Erie, PA 16501 (814) 459-4581
EVANSVILLE, IN	Evansville Head Start 906 Main Street Evansville, IL 47708 (812) 464-7768
HUNTINGTON, WV	Mary Jane Bevins Director Southwestern Community Action Council 540 Fifth Avenue Huntington, WV 25701 (304) 525-5151
IGNACIO, CO	Sheila Rogers Southern UTE Children's Center P.O. Box 523 Ignacio, CO 81137 (303) 563-4566
IMMOKALEE, FL	Jack Szymanski 213 S. 9th Street Immokalee, FL 33934 (813) 657-2625

OAK RIDGE, TN	Doris Webber Oak Ridge Preschool Program 96 Taylor Road Oak Ridge, TN 37830 (615) 482-9067
SHERIDAN (ENGLEWOOD), CO	Dr. Vicky Brooks Assistant Superintendent Sheridan School District P.O. Box 1198 3647 S. Santa Fe Englewood, CO 80150
THERMAL, CA	Chris Couston Coachella Valley Unified School District P.O Box 847 Thermal, CA 92274 (619) 399-5137
TOPEKA, KS	Barbara Hodges 1301 West Third Topeka, KS 66606 (913) 354-7318
TOPPENISH, WA	Anne Gauvin 804 So. 26th Avenue Yakima, WA 98948 (509) 457-5240
WEST PITTSBURGH, CA	Ena Harris 215 Pacifica Avenue Pittsburgh, CA 94565 (415) 458-3224 (415) 458-2800
WICHITA, KS	Phyllis Brady McCollom School 1201 Waddington Wichita, KS 67212 (316) 722-4421

Appendix D

Consumer Advisory Panel Members

SEDL/BES Project

CONSUMER ADVISORY PANEL MEMBERS
SEDL/BES PROJECT

Flossie Allen
First Grade Teacher
Philadelphia, Pennsylvania
Public Schools

Bettye Caldwell
President
National Association for the
Education of Young Children
Professor, University of Arkansas

Joyce Evans
Early Childhood Specialist
Austin, Texas

Jorge Garcia
Elementary Principal
Los Angeles, California Unified
School District

Tynette W. Hills
President
National Association of Early
Childhood Specialists in State
Departments of Education
Director, Early Childhood Education
State of New Jersey

Walt Hodges
Professor, Early Childhood
Education
Georgia State University

Don Jeung
Third Grade Teacher
Tulare, California Public
Schools

Jenni Klein
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Bethesda, Maryland

Rebecca Palacios
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Corpus Christi, Texas
Independent School
District

Alice Paul
Professor, Elementary
Education
University of Arizona

Carol Daniels
Teacher-Made Materials
Project
LINC Resources, Inc.
Columbus, Ohio

Francisco Villarreal
Early Childhood Specialist
InterAmerica
Denver, Colorado